

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION MEETING
RICHMOND, VIRGINIA

MINUTES

November 30, 2000

The Board of Education and the Board of Vocational Education met for the regular business meeting in Senate Room B at the General Assembly Building, Richmond, Virginia, with the following members present:

Mr. Kirk T. Schroder, President	Mrs. Susan L. Genovese
Ms. Susan T. Noble, Vice President	Mrs. Ruby W. Rogers
Senator J. Brandon Bell	Senator John W. Russell
Mrs. Jennifer C. Byler	
Mr. Mark C. Christie	Dr. Jo Lynne DeMary
Mrs. Audrey B. Davidson	Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 9:23 a.m.

INVOCATION AND PLEDGE OF ALLEGIANCE

Senator Russell gave the invocation and led in the Pledge of Allegiance.

APPROVAL OF THE MINUTES OF THE BOARD

Senator Russell noted the following correction to be made on the first page of the October 19, 2000 minutes: *soldiers* should be changed to *military personnel*.

Mrs. Rogers made a motion to approve the corrected minutes of the October 19, 2000 meeting of the Board. Copies of the minutes had been distributed previously to all members of the Board for review. The motion was seconded by Mrs. Byler and carried unanimously.

APPROVAL OF AGENDA

The following items were removed from the agenda: *Item G—First Review of a Request for a Waiver of the Requirement of an Academic Review in Schools Accredited with Warning*; and *Item O—Final Review of Models that Include Research-Based Instructional Methods* will be presented at the January meeting of the Board.

The following items were added to the consent agenda: *Item J—First Review of the Study on the Feasibility and Appropriateness of Implementing a Teacher Peer Review Process in Virginia* and *Item L—Report on the Supply and Demand for Instructional Personnel in Virginia*.

The following item was added to the agenda: *Resolution of Board of Education—Regional/Local Scoring of Standards of Learning Tests (Superintendent of Public Instruction Leadership Council)*

Mrs. Davidson made a motion to approve the amended agenda. The motion was seconded by Ms. Noble and carried unanimously.

CONSENT AGENDA

The motion was made by Mrs. Byler, seconded by Mrs. Davidson, and carried unanimously for approval of the consent agenda.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Fund
- First Review of the Study on the Feasibility and Appropriateness of Implementing a Teacher Peer Review Process in Virginia
- Report on the Supply and Demand for Instructional Personnel in Virginia

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation that funding for six projects in the amount of \$8,650,245 be deferred and the projects be placed on the First Priority Waiting List was accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Stafford County	T. Benton Gayle Middle	\$7,500,000.00
Washington County	Abingdon High	282,967.00
Washington County	John S. Battle High	300,563.00
Washington County	Holston High	208,338.00
Washington County	Patrick Henry High	300,273.00
Washington County	Valley Institute	58,104.00
	TOTAL	\$8,650,245.00

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendations for approval of six new applications in the amount of \$8,650,245 subject to review and approval by the Office of

the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Stafford County	T. Benton Gayle Middle	\$7,500,000.00
Washington County	Abingdon High	282,967.00
Washington County	John S. Battle High	300,563.00
Washington County	Holston High	208,338.00
Washington County	Patrick Henry High	300,273.00
Washington County	Valley Institute	58,104.00
	TOTAL	\$8,650,245.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation for approval of the financial report on the status of the Literary Fund as of August 31, 2000 was accepted by the Board of Education's vote on the consent agenda.

First Review of the Study on the Feasibility and Appropriateness of Implementing a Teacher Peer Review Process in Virginia

The Department of Education's recommendation to receive the review of the feasibility and appropriateness of implementing a teacher peer review process in Virginia was accepted by the Board of Education's vote on the consent agenda.

Report on the Supply and Demand for Instructional Personnel in Virginia

The Department of Education's recommendation to receive the report on the supply and demand of instructional personnel in Virginia, 1999-2000, was accepted by the Board of Education's vote on the consent agenda.

RESOLUTIONS AND RECOGNITIONS

The following Resolutions of Recognition were presented to the members of Virginia's team competing at the International Space Olympics in Korolev, Russia, October 18-19, 2000:

- Sarah Longest, Henrico County, Thomas Jefferson Governor's School
- Benjamin Frazier, Brunswick Senior High School, Brunswick County Public Schools
- Levi Brown, Woodbridge High School, Prince William County Public Schools
- Courtney Olson, Giles High School/Southwest Virginia Governor's School
- Lee Tessler, York County, Tabb High School and New Horizon's Governor's School
- Michael Robinson, Greenville County High School, Greenville County Public Schools

- Keith Nathanael Harrop, Monticello High School, Albemarle County Public Schools
- Jessica Williams, Langley High School, Fairfax County Public Schools
- Angela Kusaj, Greenville County, Greenville High School and Governor's School for Global Economics
- Matt Evans, Brunswick County High School, Brunswick County Public Schools

Resolutions of Recognition were presented to the recipients of the Milken Family Foundation National Educator Award for 2000:

- Charla Faulkner Crews, Meadville Elementary School, Halifax County Public Schools
- Deborah A. Lassiter, third-grade chairwoman, John Tyler Elementary School, Portsmouth Public Schools
- Steven T. Jackson, principal of Spotswood Elementary School, Harrisonburg Public Schools
- E. Wade Whitehead, Jr., Crystal Spring Elementary School, Roanoke City Public Schools

A Resolution of Recognition was presented to Luck Stone Corporation for its Outstanding Teacher Resource Kit, The Luck Stone Rock.

ACTION/DISCUSSION ITEMS

Final Review of a Proposal to Establish the Massanutten Governor's School for Integrated Environmental Science and Technology to Serve the Counties of Page, Rockingham, and Shenandoah; and the City of Harrisonburg

Since July 1998, the divisions of Harrisonburg City, Page County, Rockingham County, and Shenandoah County have received \$50,000 through planning grants from the General Assembly to study the feasibility of opening an Academic-Year Governor's School to serve juniors and seniors from the area.

This item was presented by Dr. Barbara McGonnagill, specialist, Governor's Schools and Gifted Education at the Department of Education; and Dr. Krista Swensson, coordinator, Massanutten Governor's School for Integrated Environmental Science and Technology. Dr. McGonnagill and Dr. Swensson were also assisted by several students who spoke about their experiences while attending the Massanutten Governor's School for Integrated Environmental Science and Technology.

Mrs. Genovese made a motion to approve the proposal for the establishment of the Massanutten Governor's School. The motion was seconded by Senator Russell and carried unanimously.

The resolution reads as follows:

Resolution of the Board of Education:

Establish the Massanutten Governor's School for Integrated Environmental Science and Technology to
Serve the Counties of Page, Rockingham, and Shenandoah; and the City of Harrisonburg

WHEREAS, the 1998 General Assembly provided the Counties of Page, Rockingham, and Shenandoah; and the City of Harrisonburg with a planning grant to study the feasibility of establishing an Academic-Year Governor's School to serve the public schools in that region; and

WHEREAS, the General Assembly requires the Board of Education to approve prospective Governor's Schools; and

WHEREAS, the planning committee consisting of representatives of the participating school divisions has completed its work and has fully documented its fulfillment of the regulations established by the Board of Education for such programs; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education approves the establishment of the Massanutten Governor's School for Integrated Science and Technology for proposed opening in September 2001.

Adopted in Richmond, Virginia, This 30th Day of November 2000.

Resolution of the Board of Education—Regional/Local Scoring of Standards of Learning Tests

Mrs. Byler made a motion to approve the resolution. The motion was seconded by Mrs. Rogers and carried unanimously.

The resolution reads as follows:

Resolution of the Board of Education:

Regional/Local Scoring of Standards of Learning Tests

WHEREAS, the Standards of Quality were amended in 2000 to require that the Board of Education, "*in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing;*" and

WHEREAS, the Board remains committed to continual improvement and refinement of the Standards of Learning testing program; and

WHEREAS, the Board supports the concept of maximizing instructional time prior to testing; and

WHEREAS, the Board acknowledges the suggestions and cooperation of the chairpersons of the eight regional superintendents' study groups;

NOW, THEREFORE, BE IT RESOLVED that:

1. In the interim prior to the implementation of regional/local scoring, school divisions will be provided the opportunity to test in the last three weeks of the semester/year with the

- understanding that results will not be returned to school divisions prior to the close of the school year.
2. School divisions choosing a later testing window will ensure that students will be provided remediation services as needed.
 3. The interim solution of testing later in the semester/year will commence with the spring 2001 Standards of Learning test administration.

BE IT FURTHER RESOLVED that the Board of Education hereby endorses the following concepts:

1. That a feasible plan of regional/local scoring be targeted for implementation by the spring of 2002; and
2. That scores from regional/local scoring shall be “unofficial” with official results continuing to be produced through the state scoring contract.

Adopted in Richmond, Virginia, This Thirtieth Day of November in the Year 2000.

First Review of the Revised History and Social Science Standards of Learning

Senator Bell presented this item. In June 2000, Mr. Schroder appointed Senator Bell to chair the Advisory Task Force on the History and Social Science Standards of Learning. Mary Bicouvaris and Jim Tucker co-chaired the committee. The other members of the committee were: Margaret Grogan, Cam Harris, Loretta Hannum, Judy McConville, Carol Simopoulos, Michael Wildasin, Thelma Williams-Tunstall, and David Wymer. Three additional members of the Board served as liaisons to the Task Force. They were: Mark Christie, Susan Noble, and Ruby Rogers. The responsibility of the Task Force was to review the History and Social Science Standards of Learning, approved in June 1995, as well as the Teacher Resource Guide and make recommendations for revisions.

Mr. Schroder, on behalf of the Board, received a copy of a *Resolution on the Review Process of the Revised History and Social Science Standards of Learning*. This resolution was presented to the Board by members of the Management Committee who were present at the meeting today. The resolution reads as follows:

Resolution on the Review Process of the Revised History and Social Science Standards of Learning
Presented to the Virginia Board of Education

WHEREAS, in June 2000, the President of the Board of Education appointed an Advisory Task Force on the History and Social Science Standards of Learning; and

WHEREAS, the Advisory Task Force on the History and Social Science Standards of Learning consisted of an Advisory Committee, a Management Committee, and five Review Committees; and

WHEREAS, the Board of Education established operating guidelines and principles for the Advisory Task Force on the History and Social Science Standards of Learning;

NOW, THEREFORE, BE IT RESOLVED by the Management Committee that the following operating guidelines and principles for the review process were adhered to by the Advisory Task Force for the revised History and Social Science Standards of Learning:

1. The Advisory Task Force on the History and Social Science SOL shall review the current history and social science Standards of Learning and Teacher Resource Guide and make such recommendations for revisions of the current SOL and Guide that the Task Force deems necessary and advisable.
2. The Task Force is not being asked to produce an entirely new SOL and Guide, but to recommend revisions to the current SOL and Guide.
3. The Task Force will pay special attention in its review and recommendations primarily in two specific areas: (a) sequencing for effective instruction and assessment and (b) quantity of material for effective teaching within available instructional time.
4. The history SOL and Guide will be supplemented to recognize additional contributions and experiences of men and women of diverse racial, ethnic, cultural, and religious groups in the history of Virginia, the United States, and the world.

Adopted in Richmond, Virginia This 10th Day of November in the Year 2000.

The resolution was signed by the following members of the Management Committee: J. Brandon Bell, co-chair; Mary Bicouvaris, co-chair; James Tucker, co-chair; Margaret Grogan; Cam Harris; Loretta Hannum; Judy McConville; Carol Simopoulos; Michael Wildasin; Thelma Williams-Tunstall; and David Wymer.

Following the presentation of the resolution, Mr. Schroder invited comments from the Management Committee members. Mr. Schroder thanked these persons for attending the meeting today.

Senator Bell made a motion to accept the draft History and Social Science Standards of Learning for first review and incorporate appropriate changes to the document prior to final review. The motion was seconded by Mrs. Byler and carried unanimously.

Mr. Schroder announced that public hearings will be held on January 8, 2001 in Fairfax, Petersburg, Norfolk, and Marion to hear public comment on the History and Social Science Standards of Learning.

A Report on the Pilot Programs Conducted during the Summer of 2000 and Recommendations for Expanding the Career Switcher Alternative Route to Licensure Program for other Professionals

Dr. Thomas Elliott, assistant superintendent for teacher education and licensure at the Department of Education, presented this item. Dr. Elliott noted that during the past year, the Board of Education approved conducting pilots for the career switcher program for military personnel during the summer of 2000. The Board also approved an amendment to the Licensure Regulations for School Personnel (8 VAC 20-21) to establish an initial “career switcher” alternative route to licensure program for military personnel.

Dr. Elliott was assisted by the following individuals who participated in the summer pilot program and received their eligibility for licensure document: Johnnie Lee Steuber, Woolridge Elementary School, Chesterfield County with twenty-three years of military service; Marisa Parker Wilson, Huntington Middle School, Newport News City, with twenty-one years of military service; and Michael Steven Clift, Rosemont Middle School, Norfolk City with twenty-one years of military service.

Dr. Elliott introduced Dr. Winston Odom, Specialist for Alternative Licensure and Recruitment at the Department of Education. Dr. Odom will be working with the career switcher program. The Board received the report.

Recognition of Dr. Cheri Yecke

The Board recognized Dr. Cheri Yecke, Deputy Secretary of Education, for successfully defending her dissertation earlier this week from the University of Virginia. Mr. Schroder congratulated Dr. Yecke on this significant achievement.

First Review of the Approval of the Academic Review Process for Schools Accredited with Warning

Dr. Cheri Magill, director of accreditation at the Department of Education, presented this item.

For the school year ending in 2000-2003, a school will be Accredited with Warning if its pass rate performance on any SOL test is 20 or more percentage points below any of the provisional accreditation benchmarks established by the Board.

Beginning with the 2000-01 school year, any school rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board. It is the responsibility of the Department of Education to develop this academic review process.

Additionally, a warned school is expected to develop and implement a three-year school year improvement plan based upon the results of the academic review and is expected to implement a proven instructional method in English and/or mathematics, if warned in either or both of those areas.

Mrs. Rogers made a motion to waive first review and adopt an amendment deleting a requirement that divisions authorized by the Board to conduct their own academic reviews include an outside contractor or other non-division employee on academic review teams. The motion was seconded by Ms. Noble and carried unanimously.

The resolution reads as follows:

Resolution of the Board of Education
Governing the Academic Review of Schools Rated Accredited with Warning

WHEREAS, the Board of Education adopted revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* on July 28, 2000, that became effective September 28, 2000, ("accrediting standards"); and

WHEREAS, the Board of Education expects students and Virginia's public schools to meet high expectations for a school to achieve a rating of Fully Accredited by the 2006-07 school year; and

WHEREAS, the Board of Education, in the accrediting standards, has adopted provisional accreditation benchmarks which will be in effect until the 2002-03 school year for schools not meeting the requirements to be rated Fully Accredited; and

WHEREAS, the Board of Education, in the accrediting standards, made provisions for schools that do not meet the requirements to be rated Fully Accredited or Provisionally Accredited to be rated Accredited with Warning (in specific academic area or areas); and

WHEREAS, the Board of Education, in the accrediting standards, requires that schools rated Accredited with Warning (in specific academic area or areas) undergo an academic review of the subjects where the warning occurs; and

WHEREAS, the Board of Education is required to approve the process for the academic review of those school accredited with warning;

BE IT RESOLVED THAT the Board of Education approves the process developed by the Department of Education as described in the document entitled *Proposed Guidelines for Conducting Academic Reviews of Schools Accredited with Warning*.

Adopted in Richmond, Virginia, This Thirtieth Day of November 2000.

**First Review of Guidelines Governing Certain Provisions of the Regulations
Establishing Standards for Accrediting Public Schools in Virginia**

Mr. Charles Finley, assistant superintendent for accountability, at the Department of Education presented this item.

The Board of Education, in its revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, effective September 28, 2000, included several provisions that require the Board of Education to provide guidance to schools regarding the implementation of those provisions. Some guidance has already been given as a result of recommendations from the Board's Accountability Advisory Committee and previous Board-initiated action.

Senator Russell made a motion to waive first review and approve the proposed guidelines. The motion was seconded by Mrs. Rogers and carried unanimously.

The resolution reads as follows:

*Resolution of the Board of Education on
Guidelines Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public
Schools in Virginia (8 VAC 20-131-10 et. seq.)*

WHEREAS, the Board of Education adopted revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* on July 28, 2000 that became effective September 28, 2000; and

WHEREAS, the Board of Education, in those standards, enacted provisions that require the Board to develop guidelines or procedures for schools to comply with the regulations; and

WHEREAS, the Board of Education has already adopted guidelines to govern several of the key provisions of the regulations; and

WHEREAS, a necessity exists that requires the Board of Education to prescribe additional guidelines for implementing the requirements of the regulations;

NOW THEREFORE BE IT RESOLVED that the Board of Education adopts the attached guidelines document to assist local school officials with compliance with certain provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, effective immediately; and

BE IT FURTHER RESOLVED that some guidelines have been adopted by the Board of Education and that those guidelines will be incorporated into the final document published by the Department of Education for dissemination to local school divisions; and

BE IT FURTHER RESOLVED that copies of this resolution and the guidelines be transmitted to local school division superintendents for distribution to the schools in the various divisions as soon as practicable following adoption by the Board.

Adopted in Richmond, Virginia, This Thirtieth Day of November 2000.

The guidelines, as adopted by the Board, are as follows:

Guidelines Governing Certain Provisions of the
Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10 et. seq.)

Standard: 8 VAC 20-131-30.C. Remediation Recovery.

In kindergarten through grade eight, students may participate in a remediation recovery program as established by the Board in English (Reading, Literature and Research) and mathematics or both. In grades nine through twelve, the remediation recovery program shall include all retakes of end-of course SOL mathematics tests only. However, students in the ninth grade who are participants in a remediation recovery program may be retested on the eighth grade English (Reading, Literature, and Research) and mathematics SOL tests.

Guidelines:

Students in grades K-8 are not required to retake Standards of Learning (SOL) tests unless they are retained in grade and have not previously passed the test or they are placed in a remediation recovery program developed by the local school board. Students in high school are not required to retake end-of-course SOL tests unless the student *previously failed the course and the test or the student* needs to earn verified credit for graduation.

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who do not pass certain SOL tests in grades K-8 and high school mathematics.

Remediation recovery programs are limited to grades K-8 English (Reading, Literature, and Research) and mathematics tests and high school mathematics only.

The Board of Education does not expect that every student who fails an SOL test be placed in a remediation recovery program. *However, students who retake an SOL test must have participated in some form of remediation to be eligible to be retested under remediation recovery.* Students in remediation recovery programs are expected to retake the applicable SOL test at the next regularly scheduled administration of the test *and students may only be counted in remediation recovery once for one grade/SOL test. At the high school level, students may continue to retake end-of-course tests as many times as necessary to earn verified credit.*

Placing a child in a remediation recovery program in English (Reading, Literature, and Research) and/or mathematics does not penalize a school if the student is not successful on the retake of an SOL test. Students who are successful on a retake of an SOL test are counted in the number of students passing a test but not in the number of students taking a test when calculating the passing rate for the school. As always, the scores of the student count at the school where the remediation and re-testing takes place. For example, a fifth-grade student fails the 5th grade mathematics test and is promoted to the 6th grade in a middle school. The student, who is remediated during the next school year, and who retakes and passes the 5th grade test, will count as a pass for the middle school. This would also be the case with a student who is promoted to the 9th grade, is retested on the 8th grade English (Reading, Literature, and Research) or mathematics test. For high school end-of-course tests, remediation recovery is only available in mathematics.

The following students may not be included in remediation recovery programs:

1. Students in grades K-8 who are retested because they were retained and had not previously passed a grade-level test in English (Reading, Literature, and Research) or mathematics.
2. Students who retake an end-of-course test as a result of failing and retaking a mathematics course at the high school.

Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record.

Standard: 8 VAC 20-131-50.A. Additional Local Graduation Requirements.

The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students may be awarded a diploma or certificate upon graduation from a Virginia high school.

When students below the ninth grade successfully complete courses offered for credit in grades nine through twelve, credit shall be counted toward meeting the standard units required for graduation provided the courses meet SOL content requirements or are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110.B.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements which have been approved by the Board. All additional requirements prescribed by local school boards, and in effect as of June 30, 1997, are approved to continue those requirements pending further action by the Board. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.

Guidelines:

The Board of Education has prescribed that the requirements for graduation will be those in effect the first time a student enters the ninth grade. The requirements for graduation will be those in effect at the

time the student would have been a first-time ninth grader for students who have earned sufficient credit in middle school or through other means prior to entering high school to be placed in a grade higher than the ninth when they enter high school for the first time.

The Board, in its 1997 version of the standards, grandfathered local requirements that exceeded those adopted by the Board on a year-to-year basis. Those grandfathered provisions were approved indefinitely with the adoption of revised standards on September 28, 2000. As a result of the provisions in the revised regulations, those additional local requirements can remain in effect until such time as a local school board seeks to amend those requirements or action by the Board of Education.

In June 1999, the Board approved guidelines to govern the approval of additional requirements by local school boards that were not grandfathered by the 1997 version of the standards. Those guidelines, which will govern future approvals, are found in Attachment A of this document.

Standard: 8 VAC 20-131-50.D.4. and D.6. Literacy and Numeracy Requirements Assessments for the Modified Standard Diploma.

D. 4. Beginning with the ninth grade class of 2000-01, students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the Board.

D.6. The student must meet any additional criteria established by the Board.

Guidelines:

Beginning with the ninth-grade class of 2000-01, those students who pursue the Modified Standard Diploma shall be required to pass the 8th grade Standards of Learning (SOL) tests in both English (Reading, Literature, and Research) and mathematics to meet the literacy and numeracy requirements for this diploma. Students who are in the 10th, 11th, and 12th grades in the school year 2000-01 shall pass the Literacy Passport Tests (LPT) prescribed by the Board to meet the literacy and numeracy requirements for this diploma..

Standard: 8 VAC 20-131-50.I.2. Board of Education Seals for Student Academic Achievement.

Students who complete the requirements for a Standard Diploma with an average grade of "A" will receive a Board of Education Seal on the diploma.

Guidelines:

This requirement is effective with the 9th grade class of 2000-01. Students who are 10th, 11th, and 12th graders during the 2000-01 school year will be allowed to earn the Board of Education Seal under the requirements in effect prior to the recent adoption of the new requirements (i.e., "B" average).

The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination in a career and technical education concentration or specialization that confers certification from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics

requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

Guidelines:

Students seeking these seals must earn a diploma to be eligible for either or both of these. A list of examinations acceptable to satisfy the requirement of certification from a recognized industry, or trade or professional association has been approved separately. The approved list is found in Attachment B.

Standard: 8 VAC 20-131-60.G. Waivers of Verified Credit for Certain Transfer Students.

Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision F.1.c. or F.2.c. of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the Board.

Guidelines:

Local school boards, through the division superintendent, may request waivers of the verified credit requirement for students subject to those requirements by providing a written request to the Department of Education no more than 90 days prior to the student's anticipated graduation date. The request for a waiver shall be accompanied by documentation that the student transferred from outside the state within a time frame that would not allow the student to meet the reduced verified credit provisions of 8 VAC 20-131-60.F. of the standards and what efforts had been made to comply with the standard. Such students should only be those who enter after the beginning of the second semester of the school year.

Standard: 8 VAC 20-131-110.B. Alternative Provisions for Awarding Verified Credit.

Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

Guidelines:

The division superintendent shall be responsible for identifying the manner in which students demonstrate mastery of course content and objectives for the purposes of this regulation. Documentation of such mastery shall be maintained in the student's permanent record.

The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

- 1. The test must be standardized and graded independently of the school or school division in which the test is given;*
- 2. The test must be knowledge-based;*
- 3. The test must be administered on a multistate or international basis; and*

4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

The Board will set the score that must be achieved to earn a verified unit of credit on the additional test options.

Guidelines:

The Board of Education has approved a list of tests acceptable as substitutes for end-of-course SOL tests and passing scores for those tests. The list of tests and passing scores will be included in the final document published by the Department of Education.

The Board will provide opportunities for students who meet criteria adopted by the Board to have an expedited retake of an end-of-course SOL test to earn verified credit.

Guidelines:

The Board of Education has approved the following criteria for students eligible for an expedited retake of an end-of-course SOL test:

The student must:

1. Need the test for verified credit, and
2. Have passed the course associated with the test, and
3. One of the following:
 - Failed the test by a narrow margin, or
 - Failed the test by any margin and have extenuating circumstances that would warrant retesting, or
 - Did not sit for the regularly scheduled test for legitimate reasons.

The “narrow margin” criterion shall be defined as a scaled score of 375-399. The division superintendent will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for the purposes of establishing eligibility for an expedited retest of an end-of-course SOL test.

Standard: 8 VAC 20-131-150.A. Alternative Schedules to the Standard School Year and Day.

The standard school year shall be 180 days. The standard school day for students in grades one through twelve shall average at least five and one-half hours, excluding breaks for meals, and a minimum of three hours for kindergarten. School divisions may develop alternative schedules for meeting these requirements as long as a minimum of 990 hours of instructional time is provided for grades one through twelve and 540 hours for kindergarten. Such alternative plans must be approved by the local school board and by the Board under guidelines established by the Board. No alternative plan which reduces the instructional time in the core academics shall be approved.

Guidelines:

The Code of Virginia, in ' 22.1-98 calls for a reduction in state aid if the length of the school term is less than 180 teaching days or 990 instructional hours in any school year unless authorization for less has been given by the Superintendent of Public Instruction with the approval of the Board of Education. Specific instructions for making up time lost due to inclement weather or other emergencies are provided in the statute.

By regulation, the regular school day must average at least five and one-half instructional hours (a minimum of three hours for kindergarten) and the standard school year must be a minimum of 990 instructional hours (a minimum of 540 instructional hours for kindergarten).

The Board of Education will consider requests from local school boards for alternatives to meet this requirement; however, no alternative that reduces the requirement will be considered. Local school boards desiring to exceed the requirement are not required to seek the Board's approval unless exceeding the requirement would require approval to open prior to Labor Day. Pursuant to ' 22.1-79.1.B.3 of the Code, the Board is authorized to waive the requirement for specific schools in a school division that is providing its students with an experimental or innovative program which requires an earlier opening date than after Labor Day.

Standard: 8 VAC 20-131-280.C.2. Calculating Accreditation Ratings of Schools.

In a manner prescribed by the Board, the evaluation of the performance of schools shall take into consideration:

- a. The percentage of eligible students who achieve a passing score on the prescribed SOL tests or additional tests used for verified units of credit as outlined in 8 VAC 20-131-110.B.;*
- b. The percentage of students who pass the literacy and numeracy tests required for the Modified Standard Diploma;*
- c. The percentage of those students with disabilities whose IEPs specify their participation in alternate assessment who attain a proficient level score (beginning with the 2001-02 school year); and*
- d. The school's attainment of the provisional accreditation benchmarks as described in 8 VAC 20-131-320.*
- e. The number of students who successfully complete a remediation recovery program and subsequently pass SOL tests in English (Reading, Literature, and Research) and/or mathematics during any scheduled administration by the end of the following school year.*

Guidelines:

The passing rates on assessments administered in schools shall be calculated by dividing the total number of students in a school who pass the assessments (numerator) divided by the total number of students who take the assessments except that students who are re-tested and fail SOL tests in English and/or mathematics after participating in a remediation recovery program shall not be counted in the total number of students assessed.

In all cases, when calculating the accreditation ratings of schools, the performance of students on assessments shall be attributed to the school of record where the instruction takes place regardless of the grade level of the test(s) or the grade level of the student taking the test(s).

Standard: 8 VAC 20-131-280.D. Waivers for Special Purpose Schools.

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Guidelines:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

Standard: 8 VAC 20-131-280.F. and 8 VAC 20-131-290.B. Pre-accreditation Eligibility.

As a prerequisite to the awarding of an accreditation rating as defined in 8 VAC 20-131-300, each new or existing school shall document, in a manner prescribed by the Board, the following: (i) the division's promotion/retention policies developed in accordance with the requirements of 8 VAC 20-131-30, (ii) compliance with the requirements to offer courses that will allow students to complete the graduation requirements in 8 VAC 20-131-50, (iii) the ability to offer the instructional program prescribed in 8 VAC 20-131-70 through 8 VAC 20-131-100, (iv) the leadership and staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and (v) the facilities and safety provisions of 8 VAC 20-131-260. (8 VAC 20-131-280.F.)

The principal of each school and the division superintendent shall submit pre-accreditation eligibility reports in a manner prescribed by the Board to the Department of Education. Failure to submit the reports on time will constitute grounds for denying accreditation to the school. (8 VAC 20-131-290.B.)

Guidelines:

The Board of Education has adopted a self-certification process administered by the Office of Accreditation in the Division of Accountability for the purposes of collecting the information required by these regulations. The Office of Accreditation will report to the Board of Education any school not eligible for an accreditation rating based on a failure to comply with the pre-accreditation eligibility requirements of these sections.

Standard: 8 VAC 20-131-300.C.6. Application for a Rating of Accreditation Withheld/Improving School Near Accreditation.

Accreditation Withheld/Improving School Near Accreditation. A school that has never met the requirements to be rated Fully Accredited by end of the academic year ending in 2006 may apply to the Board for this accreditation designation. To be eligible, the school must meet the following criteria:

a. By the year ending in 2006, at least 70 percent of its students must have passed the applicable English SOL tests except at third and fifth grade where the requirement is 75 percent.

b. By the year ending in 2006, a combined pass rate of 60 percent of its students must have passed the SOL tests in the other three core academic areas.

c. In each academic area in which the pass rate is below the rate required to be rated Fully Accredited, the school's pass rate must have increased by at least 25 percentage points as compared to the pass rates on tests taken during the academic year ending in 1999.

To retain this rating, a school must continue to show annual improvement in each academic area in which the pass rate is below the rate required for full accreditation. This rating will cease to exist after the academic year ending in 2009.

Guidelines:

A school in jeopardy of being rated Accreditation Denied for the school year 2006-07 may, through the division superintendent and local school board, apply to the Board of Education for this rating. The request must be submitted no later than September 1 of the 2006-07 school year and the Board may award this rating for a period of up to two years or not longer than the 2008-09 school year. This rating will not be available to schools after the 2006-07 school year.

Standard: 8 VAC 20-131-310.A. and 8 VAC 20-131-340.A. Academic Review of Schools Rated Accredited with Warning (in specific academic area or areas).

With such funds as are appropriated by the General Assembly, the Department of Education shall develop a school academic review process and monitoring plan designed to assist schools rated as Accredited with Warning. All procedures and operations for the academic review process shall be approved and adopted by the Board. (8 VAC 20-131-310.A.)

Beginning with the 2000-01 school year, schools rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board and prepare a school improvement plan as required by 8 VAC 20-131-310. (8 VAC 20-131-340.A.)

Guidelines:

Guidelines governing these provisions have been approved separately and are found in Attachment C of this document.

Standard 8 VAC 20-131-310.G.8. Improvement Plans for Schools Accredited with Warning.

G. The improvement plan shall include of the following:

- 1. A description of how the school will meet the provisional accreditation benchmarks, or the requirements to be Fully Accredited, for each of the years covered by the plan,*
- 2. Specific measures for achieving and documenting student academic improvement,*
- 3. The amount of time in the school day devoted to instruction in the core academic areas,*
- 4. Instructional practices designed to remediate students who have not been successful on SOL tests,*
- 5. Intervention strategies designed to prevent further declines in student performance,*
- 6. Staff development needed,*
- 7. Strategies to involve and assist parents in raising their child's academic performance,*
- 8. The need for flexibility or waivers to state or local regulations to meet the objectives of the plan, and*
- 9. A description of the manner in which local, state, and federal funds are used to support the implementation of the components of this plan.*

As part of its approval of the school improvement plan, the Board may grant a local school board a waiver from the requirements of any regulations promulgated by the Board when such a waiver is available.

Proposed Guideline:

In accordance with the provisions of 8 VAC 20-131-310.H., three-year school improvement plans developed by schools Accredited with Warning must be submitted to the Department no later than October 1 of the school year. If a local school board determines that waivers of state or local regulations are necessary to meet the goals and objectives of the plan, an application for a waiver must be submitted no later than June 1. This will allow the Board of Education to consider the waiver prior to the local school board's final approval and submission of the improvement plan to the Department.

Standard: 8 VAC 20-131-310.H. Improvement Plans for Schools Accredited with Warning.

The school improvement plan and related annual reports submitted to the Board shall provide documentation of the continuous efforts of the school to achieve the requirements to become rated Fully Accredited. The Board shall adopt and approve all policies and formats for the submission of annual reports under this section. The reports shall be due no later than October 1 of the school year.

Guidelines:

Guidelines governing these provisions have been approved separately and will be included in the final document published by the Department of Education.

Standard: 8 VAC 20-131-325.C. Recognition of Schools to Receive the Governor's Award for Outstanding Improvement.

Schools may be eligible to receive the Governor's Award for Outstanding Improvement. This award will be given to schools in each classification defined in 8 VAC 20-131-280.B. rated below Fully Accredited that exceed the improvement levels defined in 8 VAC 20-131-320 by 10 percentage points or more in one year during the school years 2000-01 through 2002-03. In addition, any school that raises its rating from Accredited with Warning to Fully Accredited in one year will receive this award when it was 10 percentage points or more below the performance level to be rated Fully Accredited.

Guidelines:

The Department of Education shall provide the Board of Education annually during the period identified in the standard with a list of schools that have: 1) not met the requirements to be rated Fully Accredited but exceed the provisional accreditation benchmarks by at least ten percentage points; and/or 2) have improved the school's accreditation rating from Accredited with Warning (in specific area or areas) to Fully Accredited in one year. After the school year 2002-03, the Board, at its discretion, may recognize those schools that improve their status from Accredited with Warning to Fully Accredited at any time.

First Review of a Resolution Recognizing the Virginia Council for Private Education

Mr. Finley also presented this item. The 2000 General Assembly, through House Bill 987, amended ' 22.1-19 of the *Code of Virginia* to require the Board of Education to authorize the Virginia Council for Private Education (VCPE) to accredit private nursery, preschool, elementary and secondary schools in Virginia. The authorization is intended to facilitate the transfer of academic credit for students who have attended private schools and are enrolling in public schools and to satisfy the requirements of ' 63.1-196.3:1 of the *Code* that exempts certain private nursery and preschools from licensure by the Department of Social Services.

Mrs. Rogers made a motion to waive first review and adopt the resolution. The motion was seconded by Mrs. Davidson and carried unanimously.

The resolution reads as follows:

Resolution of the Board of Education
Recognizing the Virginia Council for Private Education

WHEREAS, House Bill 987, adopted by the 2000 Session of the General Assembly, amends ' 22.1-19 of the Code of Virginia to require that the Board of Education authorize, in a manner it deems appropriate, the Virginia Council for Private Education (VCPE) to accredit private nursery, preschool, elementary, and secondary schools; and

WHEREAS, House Bill 2205, adopted by the 1999 Session of the General Assembly, amended ' ' 63.1-196.001 and 63.1-196.3:1 of the Code of Virginia by adding to the exemption from licensure those preschool or nursery school programs operated by private schools that meet the accrediting criteria of any of several accrediting entities, if the entity is recognized by the Board of Education; and

WHEREAS, in July 1999, the President of the Board of Education appointed a Committee to undertake a study of the issues addressed in House Bill 2205 and to make recommendations to the Board for appropriate actions in order that the Board may comply with the requirements of this bill; and

WHEREAS, as a result of its study, the Committee recommended reaffirmation of the Board's agreement between the Board and VCPE established in 1985 through Resolution Number 1985-1 and Resolution Number 1993-6 through approval of Resolution Number 1999-9 which recognized certain accrediting entities and established the following policy:

"... The Board recognizes the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE) primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other purpose(s) which may, from time to time, be specified by the Code of Virginia or as may be mutually agreed upon by the Board and VCPE;"

WHEREAS, the Board of Education thus recognizes the Virginia Council for Private Education as its primary resource for information regarding the accreditation of private schools in Virginia; and

WHEREAS, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board of Education effective September 28, 2000, in 8 VAC 20-131-60.B., strengthen the relationship between the Board and the VCPE by including the following provision:

"A secondary school shall accept credits received from other accredited secondary schools, including schools accredited through the Virginia Council for Private Education (VCPE). The Board will maintain contact with the VCPE to review its accrediting procedures and policies on a periodic basis as part of its policies under this section...."

WHEREAS, the Board of Education will request that the VCPE provide the Board with an annual report of its activities that includes an overview of its accrediting procedures;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education rescinds Resolution Number 1999-9 recognizing certain accrediting entities;

BE IT FURTHER RESOLVED that the Board of Education reaffirms its recognition of the authority of the Virginia Council for Private Education as the accrediting entity for private nursery, preschool, elementary, and secondary schools in Virginia; and

BE IT FURTHER RESOLVED that such recognition is intended to satisfy the requirements of ' 22.1-19 and ' 63.1-196.001 and 63.1-196.3:1 of the Code of Virginia; and

BE IT FINALLY RESOLVED that a copy of this resolution be sent to the patron of House Bill 987, the leadership of the Virginia Council for Private Education, and to others as deemed appropriate in order that such persons and organizations may be informed of the policy of the Board of Education regarding the process for accrediting private schools in Virginia.

Adopted in Richmond, Virginia, This Thirtieth Day of November 2000.

First Review of Requirements for Literacy and Numeracy Assessments for the Modified Standard Diploma.

Mrs. Genovese made a motion to waive first review and approve the resolution. The motion was seconded by Mrs. Rogers and carried unanimously.

The resolution reads as follows:

Resolution of the Board of Education
Governing Literacy and Numeracy Assessments for the Modified Standard Diploma

Whereas, The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, in 8 VAC 20-131-50.D.4., require the Board of Education to prescribe literacy and numeracy assessments to be met by those students pursuing the Modified Standard Diploma; and

Whereas, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, in 8 VAC 20-131-50.D.6., allow the Board of Education to prescribe additional criteria for the Modified Standard Diploma;

Be It Resolved that the Board of Education prescribes that, beginning with the ninth-grade class of 2000-01, those students who pursue the Modified Standard Diploma shall be required to pass the 8th grade Standards of Learning tests in both English (Reading, Literature, and Research) and mathematics to meet the literacy and numeracy requirements for this diploma; and

Be It Further Resolved that the Board of Education also prescribes that the literacy and numeracy assessments to meet the requirements of the Modified Standard Diploma for students who are in the 10th, 11th, and 12th grades in the school year 2000-01 shall be the Literacy Passport Tests (LPT) prescribed by the Board.

Adopted in Richmond, Virginia, This Thirtieth Day of November 2000.

First Review of Courses to Satisfy Requirements for the Modified Standard Diploma

Dr. Patricia Wright, Assistant Superintendent for Instruction at the Department of Education presented this item. Effective September 28, 2000, in its revision to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, the Board of Education made provisions for a new diploma program labeled the Modified Standard Diploma for certain children with disabilities who may not be able to earn a Standard

Diploma. In addition to specific course and credit requirements that have been approved independently of this item, the Board requires that students pass “literacy and numeracy assessments” as a part of the requirements for the diploma.

Mrs. Rogers made a motion to waive first review and approve the resolution. The motion was seconded by Senator Russell and carried unanimously.

The resolution reads as follows:

Resolution of the Virginia Board of Education:
Courses to Satisfy Graduation Requirements for the Modified Standard Diploma

WHEREAS, the revised *Regulations Establishing Accrediting Standards for Public Schools in Virginia* effective September 28, 2000, provide the option of a Modified Standard Diploma for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma; and

WHEREAS, eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individual Education Program (IEP) team and the student, where appropriate, at any point after the student's eighth grade year; and

WHEREAS, students must earn three standard credits in mathematics, and the courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board; and

WHEREAS, students must earn two standard credits in science, and courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board; and

WHEREAS, students must earn two standard units of credit in history and social science, and courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that the attached list of courses will be approved for use in satisfying the graduation requirements of the Modified Standard Diploma.

Adopted in Richmond, Virginia, This 30th Day of November in the Year 2000.

A Report on the Use of the Local Eligibility License for the 2000-2001 School Year

Dr. Elliott presented this item. Senate Bill 113 of the 2000 General Assembly required that the Board of Education establish standards governing issuance of a regular five-year license to individuals holding a local eligibility license. The Board of Education approved the standards at its September 28, 2000 meeting. The *Code of Virginia* requires school boards to provide to the Board of Education information about teachers receiving local eligibility licenses and other data related to the local school divisions' issuance of eligibility licenses as prescribed by the Board.

Senator Russell made a motion to request the governor's office to draft legislation to bar the issuance of a local license to individuals who hold a provisional license. The motion was seconded by Mrs. Genovese and carried unanimously.

Presentation of the Results of a Statwide Study on Effective Practices in Virginia Schools

Dr. Chris Corallo, director, Governor's Best Practice Center for Region Six, and Dr. Cheryl Magill at the Department of Education presented this item.

While reviewing research and working with schools, staff of the Governor's Best Practice Centers identified 16 effective practices in schools where high numbers of students qualified for free- or reduced-price lunch and where student achievement on SOL tests was high. These practices were administrative support; assessment; classroom instruction; community and parent support; curriculum alignment; curriculum mapping and pacing; data analysis; intervention strategies; leadership; use of research-based programs; schedule considerations; school-wide focus on test success; staff development; student motivation; teacher planning accommodations; and technology.

The purpose of the department's study was two-fold: 1) to identify, from the perspectives of practitioners, those effective practices in schools that were most influential in having a significant, positive, and school-wide effect on student achievement, as evidenced by student performance on SOL tests; and 2) to create a catalogue of these best practices that would serve as a resource to all schools.

Of the 16 effective practices, high percentages of participants in at least 22 schools voluntarily identified the following as important: assessment, curriculum alignment, curriculum mapping and pacing, data analysis, intervention strategies, leadership, student motivation. Of these, leadership was voluntarily identified most often. The Board received the report and thanked the staff of the Governor's Best Practice Centers for their hard work in conducting this study.

PUBLIC COMMENT

The following persons spoke during public comment:

Ms. Nora Wilkins
Mrs. Vickie Messick
Mrs. Dora Evans

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

EXECUTIVE SESSION

Ms. Noble made a motion to go into executive session under *Virginia Code* Section 2.1-344.A.1 specifically to discuss personnel matters related to licensure. The motion was seconded by Mrs. Rogers and carried unanimously. The Board adjourned for Executive Session at 3:10 p.m.

Ms. Noble made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Rogers. The Board reconvened at 4:50 p.m.

Mr. Schroder made a motion that the Board certify by roll call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening in the executive session were heard, discussed or considered by the Board. The motion was seconded by Mrs. Genovese and carried unanimously.

Board Roll Call:

Mr. Schroder - Yes
Mr. Christie - Yes
Mrs. Rogers - Yes
Mrs. Genovese - Yes
Mrs. Davidson - Yes

The motion made by Ms. Noble, seconded by Mrs. Genovese and carried unanimously not to reinstate the license.

ADJOURNMENT

There being no further business of the Board of Education and the Board of Vocational Education, Mr. Schroder adjourned the meeting at 5:00 p.m.

President

Secretary